National Congress Bulletin

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DEAR FRIENDS:

AS we work toward the ideal of the "Citizen-Child" and his free world, we will discover many opportunities to improve our personal relationship with others and to encourage friendliness between people who have not yet recognized a common bond of interest. Love for children and concern for their well-being is that common bond.

• Perhaps you may wish to consider right soon a section of our international education projects as one way that your unit, independently or through a council, may begin its world fellowship effort.

In May the National Board of Managers voted to continue sending school aid packages to Europe and the Philippine Islands with special emphasis on getting boxes overseas during the fall months. We voted further to send books for use in schools through a special arrangement with CARE. You will find directions concerning this project on page 2 of this *Bulletin.*

Some of our units are sending friendly letters to schools or parent-teacher associations in other lands, enclosing an "international reply coupon" to cover postage for the reply. These coupons may be purchased at your local post office. Generally, air mail is used. This is still another device for bringing into closer relationship homes and schools the world over.

• Since the national convention I have had three enriching "international" experiences.

The Canadian Federation of Home and School invited the president of the Congress to participate in its annual convention, which was held in Vancouver, British Columbia, from May 30 to June 2. Mr. Hayes and I traveled to Vancouver by automobile for this interesting and important event. Delegates were present from all but one of the Canadian provinces, and each delegate seemed to be working earnestly for a united federation and a national program for all of Canada—in the interest of children and youth in the home, school, and community.

Many times during the convention I heard, "*You in the United States and we in Canada stand for the same ideals of individual freedom and the right of free worship, free speech, free enterprise. As we unite on such goals we strengthen ourselves as we strengthen each other.*"

Incidentally I found that the Canadian parent-teacher member knows much more about the United States and our political situations than most of us know about Canada. Canada is our natural neighbor. Here we may have our first opportunity for world understanding and close fellowship outside of the United States. But Mexico and all of South America are likewise our natural neighbors. Perhaps through our interest in the child we can find a bond of fellowship strong enough to unite all America from the North Pole to Cape Horn. Perhaps a united America can become, in fact, the nucleus for a peaceful world.

• Later in June, I attended a workshop on teacher education and professional standards in Durham, New Hampshire. There I found many new friends from other lands. In the "world understanding section" there were teachers who came from South Africa, New Zealand, the Philippines, Japan, Germany, and Norway. Out on the campus of the university were teachers from many other nations. New friends from Guatemala were extravagantly delighted when I gave them a copy of our *Parent-Teacher Manual for Spanish-speaking Associations,* and promised that each teacher attending the conference might receive a copy of this pamphlet.

The Guiding Principles of the P.T.A., printed in Japanese, attracted wide attention. When you read the December issue of the *National Parent-Teacher* you will find the exciting story of the P.T.A. in Japan and our influence in that faraway land. Most of us agree that the effective education of any child depends in great measure on the harmonious teaching of home and school. Possibly this experiment in home and school sharing responsibility for the child in Japan may be another step forward toward a "free world."

• In early July I attended the National Education Association meeting in Boston to speak on the philosophy and

(Continued on page 2)

This picture was taken in front of an Indian totem pole in Vancouver, British Columbia, where Mrs. John E. Hayes, president of the National Congress, and Mr. Hayes were guests of the Canadian Federation of Home and School at its annual convention last spring. *Left to right,* Dr. S. R. Laycock, professor of educational psychology at the University of Saskatchewan and former national president of the Canadian Federation; Mrs. Hayes; Dr. W. P. Percival, president of the Canadian Federation; and Mr. Hayes.

(Continued from page 1)

program of our Congress at a general assembly and also to participate in a discussion on home and school relationships at a parent-teacher section meeting sponsored by the joint committee of the National Education Association and the National Congress of Parents and Teachers. It was possible to talk with teachers from more foreign countries at these meetings. Each one strengthened my belief that education is a vital key to world peace and that our exchange of teachers, students, and other persons with other countries may be one of our greatest contributions to a *free world.*

* * *

Do you agree that an essential quality of good citizenship is concern for one's neighbors? If so, you will agree that every child living today must have in his citizenship training some experience in fellowship with people outside his usual circle of interest.

Home and school can share in providing that experience and guide him in enlarging his concern for others. He must be prepared for his neighborhood —the world, and in his preparation he must find a feeling of neighborliness for, as well as knowledge about, the people in other lands.

Faithfully yours,

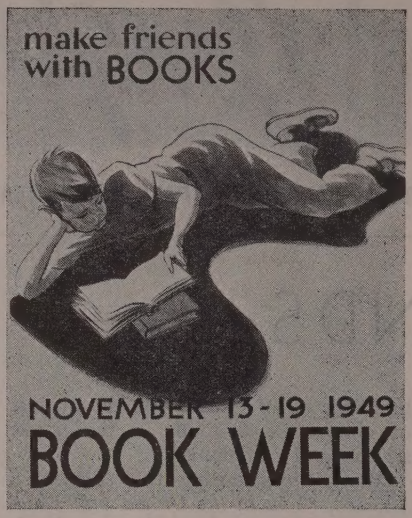
Anne A. Hayes

President
National Congress of Parents and Teachers

P.S. Will you please write to me at the National Office, telling how you have helped to create fellowship with some of the exchange teachers and students this summer.

The Midcentury White House Conference on Children and Youth

• The Midcentury White House Conference on Children and Youth, the fifth such conference called by presidents of the United States at ten-year intervals since 1909, will be held the week of December 3, 1950. President Truman has appointed a national committee of fifty-two leading citizens to direct its work. The National Congress of Parents and Teachers is represented on this committee by its president, Mrs. John E. Hayes. In addition Mrs. Hayes serves on the executive committee of fourteen members.



MAKE YOUR BOOK WEEK A FAMILY CELEBRATION

IT'S NEVER TOO SOON to start the reading habit.

BOOK WEEK CAN BE AS MUCH FUN AS CHRISTMAS or any other festive occasion. Plan a family celebration and invite your friends to join in. Instead of the usual holiday gifts, often of only temporary worth, exchange books. They are presents of lasting value.

DECORATE your bookshelves. Dust off the old favorites, and make room for bright newcomers.

PLAN PARTIES and games based on book characters. Play recordings of music for children and dramatizations of children's books.

WATCH for radio, movie, television, and other local programs based on books, and make sure your family knows about them.

READ ALOUD with your entire family —not only your own favorites but also some of the wonderful new books your family should not miss.

ENCOURAGE your children to realize the importance of the reading habit. Help them to know that constant visits to your local library and bookstore can provide rich adventure at comparatively little cost. Young readers can be leaders, and booklovers are never lonesome.

ENJOY your Book Week. Make it an annual event that will lead to year-round, lifelong enjoyment and profit through books.

The department *What Our Parent-Teacher Groups Are Doing* will be resumed in the November issue of the *Bulletin.*

NATIONAL CONVENTION DATES

May 22, 23, 24, 1950

Long Beach, California
Headquarters, Hotel Wilton

International Book Project

• As authorized by the action of the Board of Managers, the National Congress is cooperating with UNESCO and CARE in the project to supply books to libraries, medical centers, and scientific institutions in Europe and Asia where the losses are staggering. "As a result of war and vandalism, half of the books of the devastated countries have been lost. For example, over two and a half million volumes were destroyed in France, 99 per cent of the books in Poland are gone, 95 per cent of the books in school libraries of the Philippines are lost . . . . and so the story goes on."

Contributions in any amount will be accepted. They should be sent to the National Congress of Parents and Teachers, 600 South Michigan Avenue, Chicago 5, Illinois, and designated "For the Book Project." The money received will be pooled to purchase books. Each one will carry a bookplate, telling that the volume is from the National Congress of Parents and Teachers.

Educational and cultural reconstruction is more than just a humanitarian need. There can be no progress, no democracy, no lasting peace while the world is still suffering from mental famine. Books are basic in all reconstruction.

NATIONAL CONGRESS BULLETIN

Volume 17 OCTOBER 1949 Number 2

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NATIONAL CONGRESS OF PARENTS AND TEACHERS

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Managing editor: Mary A. Ferre; *assistant on production:* Mrs. Elizabeth Hall

Choral Groups

MUSIC IN THE P.T.A. Program

SINGING, that joyous and infectious form of self-expression, is not a thing apart from man for it embraces every phase of his daily living. Because the members of our organization recognize the importance of the inspirational and spiritual influence of music, choruses of parents and teachers continue to grow everywhere. Rich and varied possibilities are open to these groups for they can make a great contribution to the cultural life of the community not only by providing concerts and promoting community sings but also by encouraging music in the home. Moreover, they have a responsibility for interpreting to the community the place of music in daily living, in the total development of the child, and in school education. In singing the songs of other nations, choral groups can mirror the lives and customs of those countries.

The role of the parent-teacher choral group is one of great importance, for singing people are happy people, and the strength of our nation is measured to a large extent by the welfare and happiness of its citizens.

Mothersingers

• The name "Mothersingers" has been registered in the U.S. Patent Office and can be applied only to parent-teacher choral groups sponsored by a council or by a local association. Since Mothersingers are but one project of the whole Congress music program, each sponsoring organization (council or local) should provide a music chairman to organize, administer, and promote the entire program. Such a chairman can then automatically direct the Mothersingers project, representing and coordinating its activities with that of the sponsoring group. In this way the program, finances, and other aspects of the Mothersingers project will be guided and approved by the music chairman, who will be responsible to the sponsoring board.

Mothersingers participating in the choruses at district, state, or national meetings should register with the convention, paying such registration fees as are required. The members of the choruses should be urged to attend and enjoy the general sessions. The songs listed below are for study during 1949–50, and it is recommended that choral groups use this program of songs for state, council, and local meetings. They should be memorized so that the best interpretation may be attained:

1. Where Willows Bend. Elliott 20c
   Broadcast Music, Inc. No. 190
2. Amish Child's Song. arr. Harvey Gaul. 16c
   Galaxy Music Corp. No. 1493
3. Snow White Fantasie. arr. Don Wilson. 25c
   Bourne, Inc. SSA
4. I Heard a Forest Praying ..... Lewis-DeRose, arr. Stickles 20c
   Chappell & Co., Inc. No. 3157
5. Let There Be Music. Elliott-Williams. 16c
   Harold Flammer, Inc. No. 83209

Fathersingers

• "Since singing is so good a thing, I wish all men would learne to sing."

So said William Byrd. Since his day music has taken its place in the business world, and men are singing while they work whether it be at the bank or in the factory. "There's music in the air; there's music everywhere."

Fathersingers occupy a place of importance in the parent-teacher program, for they have contributed greatly to the expanding interest in music in the home, school, and community.

The following choral numbers are suggested for the study and enjoyment of Fathersingers:

1. Roadways ..... Masefield-James. 16c
   H. T. Fitzsimmons Co. No. 4063
2. De Animals a-Comin' ..... arr. Bartholomew. 20c
   G. Schirmer, Inc. No. 8046
3. Riders in the Sky.... Jones, arr. Pitcher. 20c
   Mayfair Music Corp. No. 6590
4. Your Eyes Have Told Me So..... Blaufuss-Warnick. 18c
   Remick Music Corp. No. 9-R8007
5. The Blind Ploughman. Clark 20c
   Chappell & Co., Inc. No. 1003

MEMBERSHIP CARDS WERE SHIPPED IN JUNE

• Between June 2 and June 25 of this year, 7,795,000 membership cards were sent free to state congress offices for distribution to local associations. This distribution provided one card for every member whose national per capita dues were received in the National Office for the year ending April 15, 1949. It also provided an additional quantity of cards equal to 35 per cent of the total number of members in order to give the state congresses an extra supply sufficient for new and prospective members. If the foregoing quantities of cards are still not large enough, state congresses may have *free* as many more as they need. Therefore, there is no reason why any local group should not be well supplied with these cards.

If your P.T.A. has not received its allotment or if it needs more cards, write at once to your state congress office. (You will find the address on your membership card.) Please do not write to the National Office because the cards are not shipped from here direct to local associations.

Membership Dues

We have received a number of inquiries concerning the division of the dues collected from parent-teacher members. Regardless of the amount charged per person for dues in a local association, the National Congress receives only *five cents per member.*

Mixed Choruses

• Whenever possible it is highly desirable to have parent-teacher activities shared jointly by fathers, mothers, and teachers. These groups of mixed voices will find keen enjoyment both musically and socially in their choral activities, and it is possible for such groups to make a unique and valuable contribution to the parent-teacher associations and the community. The following songs make interesting study and program material:

1. This Is Our Homeland ..... Gaines 16c
   C. C. Birchard & Co. No. 1421
2. Down in the Valley ..... (Kentucky Mountain Song) arr. Swift. 15c
   Belwin, Inc. No. 928
3. Louisiana Hayride ... Dietz-Schwartz ... 18c
   Harms, Inc. No. 5-H2050
4. April Showers ..... Silvers 16c
   Harms, Inc. No. 5-H2008
5. Our God Is a Rock... Davis 20c
   C. C. Birchard & Co. No. 1517

MRS. J. W. HEYLMUN
National Chairman
Committee on Music

Our Schools and the NEXT DECADE

THIS ARTICLE, authorized by the Joint Committee of the National Education Association and the National Congress of Parents and Teachers, presents a challenge to all Americans.

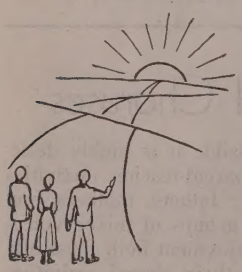
AMERICA must have good schools. This is why we must find ways to put into practice what we know about teaching and how children learn and grow. We must help all children take their places as responsible American citizens.

TO REACH these goals in the future we must first examine and overcome the shortcomings existing now. And the problems of today's schools are the problems of all who seek to build a better America.

How Do We Get What We Want?

CHARLES A. BEARD, the eminent historian, once wrote that the traditional way of improving American life has always involved "proposal, appeal, discussion and resolution, followed by action directed against the crisis in hand." Throughout our land—in forums, clubs, and discussion groups—there is a continuous review of the problems of American life. Often these groups suggest that certain problems can be best met by the schools.

America's faith in education has been well founded. Schools have built unity in our nation; they have produced good citizens; they have helped to make America a great nation.



But it is not enough to say "Let the schools do it." We must also be sure that the schools have adequate financial support and that their programs are constantly revitalized to meet their growing tasks.

As we stand on the threshold of the next decade we must honestly answer these questions: What is it we want for America and her children? Are the schools prepared to undertake the tasks we expect of them?

What Do We Want for America's Children?

MOST OF US want every child to have:

- *A good home,* where he may have proper care and guidance, develop a sense of security, and learn to understand his basic rights and duties as an American citizen.
- *A good community,* which will stimulate his spiritual and cultural interests and offer him opportunities for learning to work with others.
- *Good schools,* where his individual capacities will be developed for his own happiness and the welfare of society as a whole.
- *Good economic opportunities,* so that he may earn a decent living and contribute to the economic strength of America.
- *Good citizenship,* so that he may have a chance to practice the ways of democracy in preparation for the duties and opportunities of adult citizenship.

What Kind of Schools Do We Want?

MOST AMERICANS believe that every child should have:

- *The opportunity* to attend school regularly and on a full-time schedule. Short terms, half-day schedules, and lack of facilities deprive many children of necessary schooling.
- *A school program* adapted to his interests and needs. Many schools still offer only the bare essentials and do nothing for superior children or those with handicaps.
- *Skillful teachers* and the attention of other specialists in child growth and development. Yet America still employs 100,000 temporary and emergency teachers.
- *Instruction* that takes place in modern, safe buildings where teachers are not overburdened with large classes or heavy schedules and where necessary equipment and supplies are provided.
- *The equivalent* of not less than a high school education. More than half of those children who enter elementary school are never graduated from high school.

What Conditions Must Be Faced?

IN COMMUNITIES where the schools are "good" we often assume that the school systems have no serious problems. Moreover, if our own children are in excellent schools we do not readily think of the children in impoverished schools in near-by cities or country districts, or those in less wealthy states.

We readily agree that every school-age child should be in school, *but do we know that he is?* We believe that teachers should be paid fair and professional salaries, *but*

o we find out whether they are? We assume that our chool buildings are large enough and properly designed, *ut do we ever investigate?* We would argue that the schools oday should offer a modern, well-rounded educational pro- ram, *but do we help to make this a reality?*

School systems can become obsolete and ineffective in a hort time where there is public indifference. Public neg- ect in one community can make social and economic roblems in many cities and states. The social, economic, nd spiritual health of America as a whole is dependent pon the maintenance of good schools in all the states.

It is not enough *to assume* that conditions are right. We must find out and face the facts; we must *know* that conditions are right.

Children Not in School

● America has 30 million children between five and seven- teen years of age. About 26 million of them are attending public and private schools. Some 4 million are not in any kind of school. This age range covers the period from the kindergarten through high school, the amount of schooling considered to be the birthright of every American child.

What will happen in the next decade? Will we continue neglecting to give full educational opportunity to about one child in eight? Because of similar neglect in the past 10 million adults reported in the 1940 federal census that they had attended school less than five years, and more than 659,000 draftees were rejected in World War II on account of educational deficiencies.

NEGLECT OF HUMAN RESOURCES

Each figure represents 4 million children.

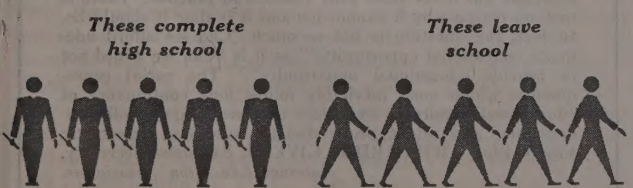
Children Dropping Out of School

● Of each thousand children beginning in elementary school, only about half will complete high school. Most of these dropouts occur at the maximum age specified in state compulsory attendance laws.

Many young people leave school to help support their families. Often this is a "good" rather than a real reason. It has been shown that when community support is de- veloped—the curriculum broadened, personal guidance of- fered, and adjustments made to the individual student's needs—the number dropping out declines sharply.

Good schools keep their pupils; good communities have good schools. To what extent can the holding power of the schools be increased?

SCHOOL DROPOUTS



Each figure represents 10 per cent of Grade V.

Increasing Enrollments

● In 1940 there were about 2,500,000 children born in the United States; in 1947 the number was nearly 4,000,000.

First grades had 532,000 more children in 1948–49 than they had in 1946–47. By 1956–57 the total elementary school enrollment will be 8,000,000 higher than it was in 1946–47. High school enrollments in 1959–60 are expected to exceed 1946–47 enrollments by 2,000,000 pupils.

Not only will school enrollments increase by more than 30 per cent in the next decade but the shifting of population will make for acutely overcrowded conditions in many com- munities and states. And during the past few years America has not constructed enough school buildings to house normal enrollments.

Teachers Leaving the Profession

● Each year, in the period just before the war, about 50,000 teachers gave up teaching; about 40,000 changed from one school position to another. Before 1940, to fill the gaps, it was necessary to employ persons with sub- standard or emergency certificates for not more than 4,000 positions. In 1948–49 nearly 100,000 teachers held emer- gency or temporary certificates. In some years of the war period the number was even higher.

Thousands of qualified teachers are still leaving the pro- fession in search of better employment conditions. How can teaching be made more attractive?

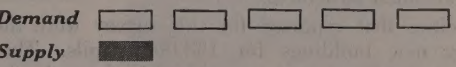
New Teachers Needed

● Before the recent war, except for a few temporarily certif- icated teachers, school systems obtained enough graduates of teacher training courses to fill new positions.

Today the colleges are preparing only about 20 per cent of the number of new teachers needed for elementary schools. The total number of high school teachers graduated is large enough, but in this area there are acute shortages in some fields of study.

As a result, public school classes are too large, and many poorly qualified persons must be employed. If school prog- ress is to be maintained by smaller classes and selection of teachers with best possible preparation, then we must per- suade many more first-rate young men and women to choose teaching as a life career.

SHORTAGE OF ELEMENTARY SCHOOL TEACHERS



Each symbol represents 20,000 positions (demand) or supply (new graduates).

College Preparation of Teachers

● Although the profession has long urged that four years of college work should be the minimum preparation for teaching, it has not been possible to attain this goal. Low salaries and low certification standards have kept teaching at a subprofessional status in many states.

Today nearly 60 per cent of our public school teachers have had four years or more of college preparation; 13 per cent have had less than two years.

For the schools of tomorrow four or five years will be the necessary minimum amount of professional preparation. Recognition of such a standard will be meaningless unless the public provides the salaries and maintains other con- ditions that make teaching attractive to qualified persons.

Salaries of Teachers

● In 1939 the average salary of all employed persons was $1,269; of teachers (including principals and supervisors), $1,420. In 1947 the comparable figures were $2,595 and $2,350. Thus although teachers' salaries on the average advanced 66 per cent, the salaries of all employed persons increased 105 per cent.

For the school year 1948–49 the average salary of all public school instructional staff members has been estimated to be $2,750. This sum has a prewar purchasing power, in terms of 1935–39 dollars, of only about $1,600.

Adequate salaries will be necessary in the next decade if the teaching profession is to attract and keep young people of the highest quality. Salaries of teachers must compare favorably with those paid in other occupations.

Quality and Cost in Education

● In schooling as in almost everything else, cost and quality are closely related. Careful studies show that where a system spends less than $100 each year per pupil the school program is of poor quality. It has been found that $200 per pupil is the minimum expenditure for a well-equipped, adequately staffed modern school in most communities.

In 1946–47 the nation-wide average cost per pupil was about $153. In seven states the average was below $100; in four states the average was above $200.

A modern program includes smaller classes; the employment of teachers and others with special preparation; and wide use of audio-visual aids, library books, and other teaching equipment. Will these be available to every child in the next decade?

School Buildings in Cities

● During the depression years of the 1930's and during World War II America built relatively few school buildings. As a result of this lag in construction, combined with increasing enrollments, the school housing problem has assumed major proportions.

In a survey conducted in 1947–48 more than half (51 per cent) of the cities reported overcrowded buildings. There were 124,000 pupils attending half-day sessions; 172,000 in temporary buildings; and 217,000 in obsolete and condemned structures.

The cities that reported for this survey were then constructing new buildings for 158,000 pupils. These new facilities would not even provide for those inadequately housed, much less provide for the increasing enrollments. Will these shortages continue in the next decade?

CROWDED CITY SCHOOLS

1 in 5 in crowded schools

Each symbol represents about 20 per cent of the enrollment in 1947–48 in 1,600 city systems.

The Joint Committee of the National Education Association and the National Congress of Parents and Teachers, which authorized the publication of this material, was composed of Agnes Samuelson, chairman; Mrs. Maude Frazier, Mrs. L. W. Hughes, Herold C. Hunt, Emily A. Tarbell, and Harold Whiteside. The term of office of Miss Samuelson and Mrs. Hughes has expired. Mrs. John E. Hayes and E. B. Norton have been appointed to succeed them, and Dr. Hunt is now the chairman of the committee.

School Buildings in Rural Areas

● Although there are some outstanding examples of excellent rural schools in this country—and schools that are often used as community centers—the general situation indicates that much needs to be done.

In one state, for example, a survey showed 40 per cent of the rural schools without adequate drinking water facilities, 50 per cent with meager classroom equipment, and 40 per cent with little or no playground equipment. Only 25 per cent of the teachers rated their buildings as good.

America is replacing its population largely from the rural areas. What will be done for rural school children in the next decade?

We *Can* Have Better Schools If We Want Them!

OUR SCHOOLS are an expression of the hopes of the American people. It was clear to the founders of the Republic that good public schools would be necessary to give each child a fair start in life and to safeguard the nation.

Each state assumed primary responsibility for a program of education maintained by public funds. The cost has been met largely through local and state taxation, although for many years the federal government has contributed public lands and funds.

There is much in public education deserving of praise and pride. We are proud of the high place the public school has achieved in the average community. Few nations have attempted as comprehensive a plan as has the United States. In few nations is there the general demand for books, news-

THE AMERICAN PEOPLE are committed to the principle that all the children of this country, regardless of economic status, race, or place of residence, are entitled to an opportunity to obtain a suitable education. This principle has never been fully realized in practice. There is now no reason why it cannot be, and it is time it should be. In fact, the question is not so much "Can we afford adequate educational opportunity?" as it is "Can we afford not to provide educational opportunity?" The social consequences which must inevitably follow long continuance of educational penury in any state or district are wholly undesirable, and might prove disastrous to our democratic way of life. — WILLARD E. GIVENS, *Executive Secretary, National Education Association*

apers, and the products of industry comparable with that n the United States. Education has been an investment ielding rich dividends.

But the foregoing columns reveal some problems that annot be overlooked. Where education is good, it can be improved. Where it is poor, it should be lifted to acceptable evels.

Here are some of the first steps to be taken:

1. Recruitment. Find out how many students are enrolled in teachers' colleges and university schools of education in your state. What can you do to interest competent young people in teaching careers?

2. Local finance. Is the local budget adequate? Are taxes levied and collected efficiently? Are there unnecessary tax limitations?

3. District organization. Is your school district too small to have a complete educational program? Are other districts in your state too small? What legislation would correct these conditions?

4. State finance. Are state schools funds collected on a broad base? Does the legislature appropriate the necessary funds? Are school appropriations stable? If not, what can be done to improve this situation?

5. Federal aid. How much school aid does your state receive from the federal government? Is this money used to best advantage?

Information on these and other questions can be obtained from local and state school officials. Start with the facts. When you know what is true in your state and community, plans can be made for improvements. By working together, parents, teachers, and other citizens can find the answer to this most vital question:

What will the next decade mean to the public school and to America's children?

THIS ARTICLE was prepared by the N.E.A. Research Division on the basis of statistics collected by the division, the U.S. Office of Education, and the Council of State Governments.

Parent-teacher associations can obtain information from these sources as well as from their own local school systems and state departments of education. Information may also be had from local teachers' associations and from the offices of state education associations.

Before starting any program of action it is wise to ascertain from any of these agencies the nature of whatever legislative and other corrective programs may now be in progress.

Both the National Congress of Parents and Teachers and the National Education Association have many publications that will be useful in developing study of the school situation and plans for its improvement.

"MAKING DEMOCRACY WORK"

THE National Congress of Parents and Teachers, as one of the sponsors of American Education Week—November 6–12, inclusive—urges each and every one of its local units to emphasize fittingly this annual observance.

For its part, the National Congress has prepared and published ninety thousand copies of a leaflet, *Home and Community Obligations,* as a discussion guide for the November 10 daily topic. This leaflet was included in each of the packets sent out by the National Education Association to groups making special preparations for this particular week. In addition, state congresses of parents and teachers were given enough single copies of the leaflet to provide one for every local P.T.A. in the country.

Another program aid has been supplied by the National Congress to make vivid the obligations of home and community for "Making Democracy Work," theme of this year's American Education Week. This is a five-minute radio script "We're New Here!" The script is available from the National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C., for fifteen cents.

Following is a list of daily topics to be explored during the week:

Sunday, November 6—"The Worth of the Individual"

Monday, November 7—"Educational Opportunity"

Tuesday, November 8—"Responsible Citizenship"

Wednesday, November 9—"Health and Safety"

Thursday, November 10—"Home and Community Obligations"

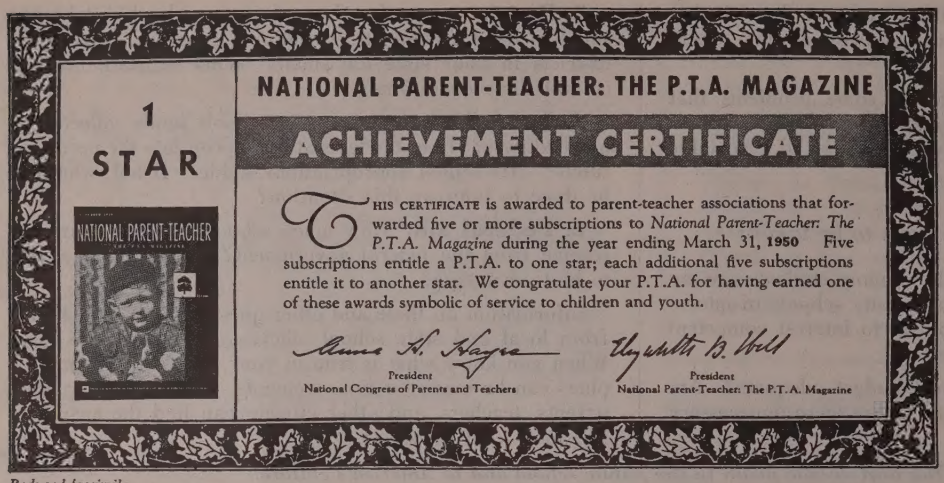
Friday, November 11—"Our Freedom and Security"

Saturday, November 12—"Next Decade in Education"

• Democracy depends upon the intelligence of the many rather than the wisdom of a few. People are the authority and the strength. Through their zeal and ability to govern themselves the ideals of freedom take root and blossom. That is why popular education is essential to the survival and nurture of our free government. The public schools stand as constant reminders of this fact.

SPONSORS OF AMERICAN EDUCATION WEEK

- American Legion
- National Education Association
- U.S. Office of Education
- National Congress of Parents and Teachers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STAR
NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE
ACHIEVEMENT CERTIFICATE
THIS CERTIFICATE is awarded to parent-teacher associations that forwarded five or more subscriptions to National Parent-Teacher: The P.T.A. Magazine during the year ending March 31, 1950 Five subscriptions entitle a P.T.A. to one star; each additional five subscriptions entitle it to another star. We congratulate your P.T.A. for having earned one of these awards symbolic of service to children and youth.
President
National Congress of Parents and Teachers
President
National Parent-Teacher: The P.T.A. Magazine

Reduced facsimile

START PLANNING NOW . . .

To send delegates to the 1950 National Convention!

P.T.A. funds may be used to defray in full or in part the expenses of delegates to this important parent-teacher meeting.

Achievement Certificate

RECOGNITION of the worth of special efforts has become a part of the American tradition. Citations and awards are given by churches, educational organizations, patriotic groups, the armed services, state and national government agencies, and colleges and universities. At times such recognition takes the form of honorary degrees; at other times certificates, medals, plaques, and the like are awarded.

National Parent-Teacher: The P.T.A. Magazine, wishing to honor those associations that promote parent education and child welfare by promoting the circulation of the magazine, offers an achievement certificate to each local P.T.A. that secures five or more subscriptions in a year. Pictured above is the certificate that will be awarded during the present subscription campaign year, which ends March 31, 1950.

Every association that sends in five subscriptions to the *National Parent-Teacher* before next March 31 will be entitled to one of these attractive certificates, which will be mailed during June. Five subscriptions will entitle an association to a *one-star* certificate; ten subscriptions to a *two-star* certificate; and so on. In other words, every unit of five subscriptions will add another star to the award. It is hoped that every P.T.A. in the country will, by March 31, 1950, be entitled to this recognition of special service in the interests of children and youth.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

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President, Mrs. John E. Hayes, Idaho
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YOUTHFUL AMBASSADORS

Students trudging off to school each morning do not look like ambassadors. Yet a number of their school activities are shaping the attitudes of future world citizens toward the United States. Through their membership in the Junior Red Cross, students send stories and pictures of how America lives to children in all parts of the world.

The annual Junior Red Cross enrollment campaign is held November 1–15. In elementary and secondary schools boys and girls enroll for service to others both at home and abroad.

Last year two thousand five hundred American schools prepared albums about their home, school, and community life for shipment to schools abroad. Nearly five thousand American student paintings, designed to mirror everyday life in this country, are being exhibited in schools in fifteen nations of Europe, the Middle East, South America, and Asia.

Another expression of American student friendship, designed to entertain and inform the youthful citizens of other countries, is an album of recorded American school music. One thousand of these albums will be heard for the first time this year in schools overseas.

But the most effective work being done by this young American diplomatic corps, according to Junior Red Cross officials, is sending gifts overseas from their National Children's Fund. More than six million dollars' worth of school and health supplies have been sent during the postwar period. The warm reception given them is evident in the steady stream of more than three hundred thank-you letters received daily by the 19,414,000 Junior Red Cross members in this country.

—ALMA DEANE FULLER
American Red Cross Staff